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AUTHOR Cumming, Joy, Ed.; Wyatt-Smith, Claire, Ed.
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ABSTRACT

Challenging the education community to reconsider what counts as valued in literacy and literacy education research, this book examines the intersection of literacy, curriculum, and classroom practice in the context of the final years of formal schooling. The book's underlying position is that literacy can no longer be simply defined as comprising the ability to read and write at a functional level. Chapters in the book consist of the Introduction: (1) "A Multi-Theoretical and Multi-Disciplinary Approach to Literacy Education and Curriculum Research" (Joy Cumming and Claire Wyatt-Smith). Under the Examining Literacies as Situated Practices section are: (2) "Framing Literacy Demands" (Ian Reid); (3) "'You've Just Got To Learn How To See': Curriculum Subjects, Young People and Schooled Engagement with the World" (Gunther Kress); (4) "What Counts as Literacy: An Interactional, Ethnographic Perspective" (Teresa Crawford; Maria Lucia Castanheira; Carol N. Dixon; Judith L. Green). Under the Curriculum Control section are: (5) "Language Matters in English Lessons" (Linda Gerot); (6) "Literacy and Literate Subjects in a Health and Physical Education Class: A Post-Structuralist Analysis" (Bronwyn Davies); (7) "Literacy and Learning in Senior Schooling: The Legal Studies Classroom as an Instructive Case" (Brian Cambourne); (8) "The Literacy Demands of the Curriculum in the Post-Compulsory Years: What Are They? What Should They Be?" (Peter Winograd). Under the Epistemology section are: (9) "Pedagogic Discourse in the Post-Compulsory Years: Pedagogic Subject Positioning" (Frances Christie); (10) "Supporting Knowledge Construction in Science" (Janice Wilson); (11) "Examining How Evaluative Talk Functions in Instructional Sequences" (Claire Wyatt-Smith). Under the Switching Literacy Demands section are: (12) "Some Comments on What Is Read and Written" (John Elkins); (13) "Literacy Demands of the Curriculum in the Post-Compulsory Years" (Brian Street); (14) "Avoiding the Traps: Literacy Demands as Cognitive Demands" (Joy Cumming); (15) "Multimedia Literacy Demands of the Scientific Curriculum" (Jay Lemke). Under the Reflections section is: (16) "A Critical Commentary" (Indiana Study Group). (Contains approximately 225 references.) (NKA)

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